SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Range of Reading and Level of Text Complexity	Grade level:	1

Standards Relating to Range of Reading and Level of Text Complexity

1.RL.10 By the end of the year, read and comprehend a variety of literary text.
   a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands).
   b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

Range of Reading/Level of Text Complexity
Relevance and Essential Questions: What's the point?

Essential Questions *(Drive Intellectual Curiosity-The Hook)*	Big Idea Statements *(What students need to discover)*
How can students comprehend and enjoy reading various texts, at increasing complexity? Why should students read different kinds of texts? Why is it important for both teachers and students to select texts?	As the year progresses, students will read text with increasing difficulty and complexity to make them better readers. Teachers select texts for reading and comprehending material to prepare students to become lifelong learners. When self-selecting appropriate texts with support and guidance helps increase reading skills.

Learning Progression: Range of Reading/Level of Text Complexity (1.RL.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.10 By the end of the year read and comprehend a variety of literary text. a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.) b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.	**1.RL.10 By the end of the year, read and comprehend a variety of literary text.** **a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands).** **b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.**	2.RL.10 By the end of the year, read and comprehend a variety of literary text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
1.RL.10 ● Different varieties of texts ● Different levels of texts	**1.RL.10** There are different text varieties to read for enjoyment, academic tasks, and interest. Books increase in difficulty.	**1.RL.10** Read and comprehend a variety of texts at grade level. Self-select text at reading level for enjoyment, academic tasks, and interest.

Student Friendly Language
I can read and understand grade-level text. I can choose books that interest me at my level.

Key Vocabulary
1.RL.10 ● Self-select
Relevance and Applications: How might the skills in the standards be applied at home, on the job, or in the real world, relevant context?
Participating in literacy groups will help engage us in discussions about different texts. Knowing our purpose for reading helps us select appropriate books.

Resources
https://doe.sd.gov/octe/ELA-resources.aspx

Achievement Level Descriptors

Range of Reading and Level of Text Complexity			

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Level 1	**Level 2**	**Level 3**	**Level 4**
Standard RL.10 is not assessed and was written to show the importance of self-selected texts for personal enjoyment, interest, and academic tasks. As reading is an essential component of lifelong literacy, this standard supports students becoming independent readers in a range of disciplines and to understand multiple perspectives and diverse viewpoints. This standard supports that literacy skills are essential in achieving academic and career success.			